

# JUNIOR HIGH SCHOOL CLEARING HOUSE

VOLUME II

OCTOBER, 1923

NUMBER 2

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Sioux City, Iowa

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AMERICAN EDUCATION WEEK

Sunday, November 18, 1923

*For God and Country*

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Monday, November 19, 1923

*American Constitution Day*

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Tuesday, November 20, 1923

*Patriotism Day*

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Wednesday, November 21, 1923

*School and Teacher Day*

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Thursday, November 22, 1923

*Illiteracy Day*

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Friday, November 23, 1923

*Community Day*

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Saturday, November 24, 1923

*Physical Education Day*



## THE REORGANIZATION OF THE 7th, 8th AND 9th GRADES

James M. Glass

(A report made by J. M. Glass to the National Council of Education, February 27, 1923.)

The final report of your Committee on "The Reorganization of the 7th, 8th and 9th Grades" is appropriately closed by a report of the sub-committee on the Junior High School Program of Studies. In all sections of the country the conviction is spreading that the outstanding characteristic of a real junior high school is a reorganized program of studies; which shall be a composite of elementary and secondary courses, which shall articulate elementary and secondary education, and which shall "help each child to explore his own aptitudes and to make provisional choice of the kinds of work to which he will devote himself." This report, can not be submitted as a final report upon the junior high school program of studies but only as a second annual report of a sub-committee which fully recognizes that, while its own official existence may cease, neither it nor any other committee can submit a final report upon an educational problem so distinctly evolutionary in nature as the junior high school program of studies.

**VARIATION OF CURRICULUM PRACTICE.** Steadily the impression has grown upon your sub-committee that variation of curriculum practices in the junior high school renders a report representative of generally accepted practice both impossible and undesirable. Experimentation in the administration of the curriculum is today

characteristic of practically all junior high schools organized for a period of two or more years. Wide spread experimentation inevitably leads to unavoidable temporary confusion, differences of opinion, and all the helpful discussion from which in every educational movement come progress and achievement. Your committee is of the opinion that no definite check should be placed upon experimentation but that the prevailing curriculum practices should be studied with an objective, at a later date, to summarize these practices and to formulate a plan of curriculum making with the background of experimentation and of the survey of typical curriculum administration.

**EXPERIMENTATION NEEDED AS A PROCESS OF EVOLUTION.** The present situation in the wide spread experimentation with junior high school courses of study is dynamic; it has already been productive of much progress and is prophetic of greater progress yet to come. I am confident that I reflect the judgment of all junior high school men and women actively participating in the movement when I say that the situation must continue as plastic as it is today. Experimentation must not cease; differences of opinion and discussion in the selection of materials and methodology must continue unhindered; tentative must remain as the characteristic modifier of each junior high course of study and the process of

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evolution must continue until both participants and critics of the reorganization of the program of studies recognize and acclaim the present period of evolution experimentation as the single most healthful symptom of the junior high school movement. We must curb our impatience and await the slower and surer gains which will come from lapse of time, deliberate judgment, and scientific experimentation.

**A GENERATION OF EXPERIMENTATION.** A generation of educational experimentation is time brief enough for the achievement of the far-reaching objectives which confront the transitional unit of the public schools. Briefer time might suffice, were the junior high school objectives confined to its own sphere, as a distinct and isolated unit of organization. But the strategic position of the junior high school as the intermediate school of transition involves a reaction upon the elementary and senior high schools which is now and will increasingly demand readjustments in the entire public school system.

**ISOLATION OF ADMINISTRATIVE UNITS INCOMPATIBLE WITH THE JUNIOR HIGH SCHOOL IDEA.** The isolation of administrative units, particularly the elementary and high school units, was the chief indictment of the systems of schools preceding the 6-3-3 plan. The primary objective of the junior high school, as the unit of transition, is articulation. Until the junior high school ceases to be regarded exclusively as an isolated unit of organization and of educational experimentation, there cannot be that unanimity of mutual understanding which alone can

bring schools into focus for a concerted solution not merely of junior high school problems but of the greater problems of an articulated public school system.

What chiefly is needed today is the recognition by school administrators, by supervisory officers, by elementary school faculties, by junior high school faculties, and by senior high school faculties, of their mutual obligation to participate in the solution of the curriculum problems of the transitional school, because of its strategic relation to the whole system of schools, and its inevitable reaction upon curriculum practices in the schools adjoining it as its inlet and its outlet.

**HORIZONTAL OR ISOLATED LEVELS OF CURRICULUM ADMINISTRATION vs VERTICAL OR CONTINUOUS ADMINISTRATION.** The continued evolution of the junior high school program of studies must soon end the chapter under the caption which designated your committee as "The Reorganization of the 7th, 8th and 9th Grades" and open another far more important chapter under the caption of the "Coordination of the 6-3-3 plan of school administration". Emphasis must ultimately be shifted from the concentration of curriculum reorganization upon horizontal or isolated levels of the public school system, viz., the elementary, junior high school, and senior high schools, to the vertical or continuous administration of the curriculum; in this shift of emphasis will come to all three administrative units a mutual purpose, greater than any single unit can assume, to coordinate courses of study throughout the elementary and secondary fields.

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It is entirely appropriate and becoming that the junior high school as the unit of transition should recognize this mutual need and purpose to the elementary and senior high school a concerted effort to articulate courses of study with a vertical or continuous development in each subject of instruction. The junior high school recognizes after a decade of curriculum experimentation in its own horizontal or isolated level of administration that its own courses of study in English, mathematics, social studies, natural science, fine and practical arts, school health, guidance, and in secondary school electives are inadequate to the degree that they have failed to secure articulation and continuity with either or both of the elementary or senior high school courses of study.

**COMMITTEES FOR CURRICULUM MAKING REPRESENTATIVE OF ELEMENTARY, JUNIOR, AND SENIOR HIGH SCHOOLS.** The first stage of an isolated reorganization of curriculum practice in the intermediate or transitional unit must inevitably lead to a second stage infinitely more important viz., the coordination of each course of study throughout the whole range of the school system. Curriculum revision committees of two types are needed,—first, elementary school committees, junior high school committees, and senior high school committees, secondly, a joint committee of representatives of all three units to coordinate the curriculum revision of three separate committees. Again, let me repeat that it is entirely becoming that the recognition of the need for a joint or cooperative organization for curriculum making should be urged by the intermediate

school of transition.

**INDICATIONS OF INCREASING UNDERSTANDING BETWEEN JUNIOR AND SENIOR HIGH SCHOOLS.** It has been my fortunate privilege to know many junior high schools intimately. I want to pay tribute to the high degree of earnest devotion, to the contagious spirit of high professional attitudes and vision, and to the self-sacrificing concentration of junior high men and women upon the problems of the reorganization of the 7th, 8th, and 9th years. The almost despondent attitude of junior high school administrators and teachers of five years ago because of the lack chiefly of mutual understanding of the two units of the secondary school is giving place today to most hopeful signs of mutual understanding, respect, and helpful cooperation.

The faculties of most junior high schools have been recruited from the elementary field. This carrying over of training and experience has assured a high degree of coordination between the elementary and the junior high schools. The opportunities, however, for contact and for common experience between junior and senior high schools have not been so natural or so spontaneous. And, yet, the junior high school is a component part not of the elementary field but of the secondary. It was, therefore, foreordained that the two three year units of the secondary school should, by the very nature of their being, be brought into closer coordination. To the everlasting credit of the senior high schools, whose field the junior high school units to closer contacts, to better



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prove the right to such admission is giving place to a hopeful attitude of welcome and cooperation. Also let it be said that the challenge of the senior high school for the junior high school to prove its right to a place in the secondary field has been productive of a hearty acceptance of the challenge by the junior high school—an incentive which has not been without value in the demonstration of its right to that place.

The present attitude of the senior high school to offer and to accept opportunities for cooperation is prophetic of the long needed articulation of junior and senior high schools. Out of the present approach of these two secondary school units to closer contacts to better mutual understanding, and to definite cooperating courses of study, there will come a further stage of evolutionary experimentation in curriculum revision by both junior and senior high schools which will eliminate the horizontal and isolated levels of curriculum administration and which will introduce the continuous type of courses of study alone consistent or worthy of the component nature of the two secondary school units.

**THE JUNIOR HIGH SCHOOL AS THE COMPLEMENTARY OR TRANSITIONAL UNIT.** The junior high school does not enter the public school system as the competitor of either the elementary school or of the senior high school. Rather it is the complement of both. It offers to each the relief for which, though unconsciously yet none the less actually, it has been seeking. Neither alone has been able, by reason of its position at the extreme end of the school system, to articulate elementary

and secondary education.

We in the junior high school field do not come as competitors. We come with a purpose which you must all share with us—to articulate elementary and secondary education and to create a coordinated, continuous, unbroken school system of 12 years. Such a purpose cannot long remain the exclusive prerogative of the transitional unit in the 6-3-3 organization. The purpose must be shared mutually by all or the most vital educational opportunity which our generation has known will have been lost by lack of helpful cooperation. The achievement of the objective will be to the mutual credit of each unit in the 6-3-3 plan and the failure to achieve sane cooperation must similarly be charged to the mutual discredit of all three.

**RECIPROCAL GAINS TO ELEMENTARY SCHOOLS.** The 8 year elementary school has been confronted with all the problems that are inevitable to a confusion of interests between the elementary years in grades 1-6 and the initial secondary or early adolescent years in grades 7 and 8. The 8 year elementary school has been burdened with an almost impracticable task—to render equal justice to childhood and early adolescents in the same school organization, administration, and program of studies. The junior high school offers to assume its chief problem, viz., the leakage in grades 7 and 8.

Furthermore, when the elementary school is relieved of the burden of the 7th and 8th years, it is able to concentrate upon problems of courses of study and teaching methods in grades 1-6 to a degree never before possible in the

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8-4 organization. This concentration with singleness of purpose upon a restricted sphere of activity culminates in a position of acknowledged leadership among other elementary schools still carrying the double burden of grades 1-6 and the 7th and 8th years. The professional satisfaction which accompanies increased efficiency in the elementary field of grades 1-6 is usually an unexpected but none-the-less real compensation for the surrender of the 7th and 8th years.

**RECIPROCAL GAINS TO THE SENIOR HIGH SCHOOL.** At the same time the junior high school must also undertake for the high school of the 8-4 organization what has always been its chief problem, viz., the mortality of the 9th year due chiefly to the lack of a transitional period of preparation, exploration and guidance from elementary to secondary education.

Each unit of the 6-3-3 organization must be free to enter upon a constructive program of creating a school environment in correspondence with the distinctive instincts and tendencies of the age which it deals. Concentration of effort upon a restricted sphere of activity must be accompanied by greater efficiency, particularly when the restricted sphere has its own peculiar characteristics which make it distinctive. The elementary school, the junior high school and the senior high school must be free each to create a school environment in correspondence with the distinctive characteristics and development of the restricted age with which each must deal.

The junior high school is the initial

stage of the secondary school. It undertakes through its exploratory tryout courses and its guidance program to determine the educational or vocational placement of each child. The senior high school relieved of its present problems of guiding 9th year pupils to right educational choices adapted to all the individual differences of aptitude, capacity, and interest, can give exclusive attention to the intensive specialized training which electives involve.

At the same time the senior high school is free to concentrate upon the mutual responsibility which it shares, with the other units to complete the social integration of all pupils however differentiated in their individual educational and vocational objectives. The senior high school program of studies is increasingly developing a body of social science materials, English and literature, mathematics, science, fine and practical arts which are the common need of all its differentiated groups. The senior high school, if free to concentrate upon intensive specialized courses and a core curriculum of constants, will consummate the socially integrating influences of the elementary school which are now continued in a modified form into the junior high school program of studies and administration.

**CAUSES OF DELAY IN CURRICULUM REORGANIZATION.** By force of urgent necessity the junior high school has been confronted with problems of organization and administration which have too frequently absorbed exclusive attention or delayed progress in curriculum reorganization. The demands of a new type of school plant and fixed equipment would tolerate no

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postponement. The administrative problems of classification of pupils in ability groups, the use and interpretation of intelligence tests, subject promotion with all its problems of remedial and preventative measures for retardation, homeroom organization, organized school activities, adoption of guidance plans, differentiation of electives, and the development of a technique of administrative records these problems and many kindred needs demanded immediate solution and smooth operation and in the early years of the junior high school movement partially prevented concentration upon the more vital need of a reorganized program of studies.

More recently, however, greater freedom has come to concentrate upon the revision of the courses of study. Never before has there been such general concerted experimentation in readjustment of curriculum administration as has marked the period since the National Council appointed the committee three years ago on the "Reorganization of the 7th, 8th, and 9th years". Organizations for curriculum making are common today in all progressive systems administered upon the 6-3-3 basis.

**RECOMMENDATION OF ORGANIZATIONS FOR CURRICULUM MAKING CONTINUOUS THROUGH 6-3-3 SYSTEMS.** The final report of your sub-committee is, therefore, largely devoted to a request for definite curriculum making organizations in all systems where the junior high school is established. Further, the committee urges that efforts be made to consolidate the studies of elementary, junior and senior high school committees to the end of promoting continuous vertical types of

articulated programs of studies. These recommendations are offered in the conviction that when carried into effect they will greatly facilitate the mission of the junior high school first to weld together the public school system and secondly to guide intelligently early adolescent pupils who, during the junior high school period, must find their way by means of a closely coordinated program of studies from the single curriculum of the elementary school to the multiple curricula of the senior high school.

**DEVELOPMENT OF A REORGANIZED PROGRAM OF STUDIES BY THE JUNIOR HIGH SCHOOL.** Thus far our discussion has been restricted to the present need of cooperation of the three units of the school system to articulate all courses of study. We wish also to direct your attention to the already extensive development within the junior high school itself of a reorganized program of studies.

**THE INHERITANCE OF ISOLATED UNITS OF INSTRUCTION FROM THE ELEMENTARY AND SENIOR HIGH SCHOOLS.** The junior high school inherited its program of studies in part from the elementary school, and in part from the high school; a third source was the industrial and commercial fields and the home; a fourth contribution, which the junior high school together with the senior high school deliberately sought, was received from the rapidly expanding field of social science materials and social and civic activities to the end of socializing the content and method of all courses of study and of giving to ado-



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lescents "a self-conscious social adjustment."

These inheritances came chiefly as isolated and unassimilated units of instruction. From the elementary school came the common branches, English composition, technical language, reading, literature, spelling, penmanship, arithmetic, geography, history, music, drawing, physical education, some manual training and home economics, some social science or civics, and some nature study. From the senior high school came the constants in English, mathematics, and social studies, and the extensive array of secondary school electives,—Latin, French, Spanish, and the intermittent German, algebra, geometry, biology or general science, Ancient History and European History, commercial courses in bookkeeping, typewriting commercial mathematics and business practice, the general shop or practical arts courses, the general home economics courses with the vocational types of both the latter two.

**ISOLATED UNITS OF INSTRUCTION IN GREAT VARIETY BOTH UNAVOIDABLE AND DESIRABLE AS A FIRST STAGE IN THE JUNIOR HIGH SCHOOL.** The introduction of such a formidable array of isolated units of instruction into the junior high school program of studies led to a great variety of courses which many non-constructive critics of the junior high school have advanced as the chief objection to the junior high school on the ground, perfectly defensible at the beginning of the movement, that it involved a scattering snap shot exposure of pupils to a hodge-podge program of studies. Any serious reflection upon the develop-

ment of the junior high school's administration of its curriculum will convince a fair-minded student of the movement that the introduction of these varied and unassimilated units of instruction was not only unavoidable but even desirable that there might be created in the minds of administrators, supervising agencies, and junior high school participants, a clear consciousness of the magnitude of the problem of articulating elementary and secondary courses of study.

**THE DEVELOPMENT OF COMPREHENSIVE SUBJECT GROUPS CONTINUOUS AS MAJOR CONSTANTS THROUGH THE THREE YEARS.** From the inception of the junior high school, efforts have been continuous to consolidate unassimilated subjects of instruction into larger and more comprehensive subject groups. Gradually practice has developed a few comprehensive units of study within which the unassimilated subjects inherited from the elementary and high schools have been articulated, e.g., English and languages, mathematics, social studies, natural science, fine and practical arts, school health, and one option among a group of electives in the latter half of the junior high school. Electives have been differentiated as the initial choices within the academic curriculum, the commercial, the technical, the vocational, and the fine arts curriculum. The questionnaire submitted by the sub-committee last year revealed a large preponderating vote in favor of the six one-clock-hour periods; four of these periods are distributed to the major branches which persist as constants through the junior high school, viz.,

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English, social studies, mathematics, and science; one period is devoted to fine and practical arts; and the sixth period is given to school health; organized school activities and guidance becomes part period work. Reductions of time allotment to constants provides for the introduction of electives in the later half of the junior high school period.

It is significant to note that the four major constants, and fine and practical arts, school activities, school health and guidance are becoming in many junior high schools continuous throughout the entire junior high school period. This is a modification of former practice which gives much hope that the 9th year is becoming more closely articulated with the 7th and 8th years or that the practice of looking upon the 9th year as the first year of high school is being discontinued in favor of a greater purpose to make it an integral and coordinated part of the junior high school itself. The principle of continuity of courses of study throughout a three year period must eventually eliminate previous distinctions of demarcation between the 7th and 8th years and the 9th year. It is gratifying, therefore, for your committee to report that gradually the major constants of English, mathematics, social studies, and science and also fine and practical arts and school health are becoming continuous as required subjects through all three years.

**THE EVOLUTION OF GENERAL COURSES OF STUDY.** The very nearness of the junior high school to its own movement prevents a clear conception of its own progress toward more com-

prehensive or general courses of study which have gradually replaced the assorted units of instruction which were bequeathed to it a decade ago. Elementary and secondary courses of study have been and will continue in the process of articulation; through this process the transitional unit of the public school system by reason of its freedom from educational tradition has been able to undertake through effective coordination the elimination of gaps between elementary and secondary education.

**SOCIAL STUDIES.** Witness the evolution of social studies or social science in the junior high school program of studies—an articulation of elementary school history, geography, and elementary civics with secondary school Ancient History, European and Modern History, community civics, vocational and economic civics. The junior high school lays no claim to the solution of this problem but it does maintain that by initiating the consolidation of these unassimilated units it has taken a vital move toward effective articulation of elementary and secondary courses in the social science field.

**GENERAL MATHEMATICS.** Witness again the evolution of a course in General Mathematics which is articulating elementary school arithmetic with secondary school algebra, geometry and numerical trigonometry. Again, the experiment of general or composite mathematics must extend over a period of years to evolve its own content and method. The significant fact, however, is in the effort to articulate elementary and secondary courses of study for the

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sake wholly of immature early adolescents who must make the shift from one to the other and who can make the transfer more readily through articulation of elementary arithmetic with secondary mathematics than through the former abrupt transition from exclusive arithmetic to exclusive algebra.

**SCIENCE.** Witness also the development of a general course of science which is articulating the nature study of the elementary school with the biology, physics, chemistry, and physiography of the senior high school. No brief decade of experimentation can adequately solve the problem of the articulation of nature study with the cross sectioned courses of science of the high school. But the significant fact in this instance is that an articulated general course of science vitalized throughout by constant contact with and for the interpretation of the life and environmental experiences of early adolescent youth is the only course of science which can be given to pupils too immature for the pure science studies of the senior high school. It will be a contribution of incalculable value to this modern age of scientific life and achievement, if the junior high school succeeds in establishing science as one of the required constants of the program of studies in secondary education.

**PRACTICAL ARTS.** Witness also the evolution of vocational or trade training courses of industrial education into the present widespread general shop for home mechanics and the equally significant development of general home economics as a constant for all girls through the three years of the

junior high school. The fact that 85 per cent of these girls are destined to become future home makers is ample justification for this development.

**LATIN.** Witness the coordination of Latin and modern languages with English. The solution of this coordination will receive a stimulus, which it much needs today, when the present investigation of the Classical League is completed.

**COMMERCIAL EDUCATION.** Witness the introduction of Junior Business Training as a required subject in the junior high school program of studies to survey the field of commercial education, to help pupils to discover aptitudes for commercial training, and to reveal to them the range both of commercial education itself and its rapidly expanding vocational opportunities. Junior Business Training or any similar introductory commercial course assures to all pupils a knowledge of the principles and practices prevailing in the commercial world, a knowledge which should be an educational heritage of every adolescent youth.

**FINE ARTS.** Witness the continuation of music and art as required constants in the junior high program of studies. The purpose of the elementary school to make the æsthetic and cultural values of music and art the common right of all pupils has been accepted by the junior high school, which in turn is discovering for many pupils the vocational values of fine arts. Time alone can reveal what readjustment in the senior high school program of studies will be undertaken when the present required and elective courses of music and art in the junior high



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school have become more firmly established. The vertical or continuous supervision of music and art through the school system which prevails in most cities will accelerate the extension of music and art as required and elective courses in both secondary schools, probably far beyond the extension of such courses of today, significant as the present fine arts courses are in comparison with the almost total absence of such courses a few years ago.

**SCHOOL HEALTH.** G. Stanley Hall makes the profound assertion that the all-conditioning control of the adolescent age is motor control which being interpreted, means for both secondary schools, health education, hygiene, physical training, and school health supervision. There has long been a need to articulate the school health program of the elementary school for all pupils with the athletic program of the secondary school to frequently restricted to the few in least need of physical training. The school health programs of both the junior and senior high schools today are being formulated upon principles which receive the sanction of the medical profession and which by reason of the far-sighted vision of many superintendents are receiving the direction of specialists in school health. The rapidly growing evolution of health and hygiene education, as well as physical and athletic training, is evidenced by the increasing adoption of a greater time allotment for school health in many junior high schools varying from a minimum of two clock hour periods a week to four and five periods a week.

#### **THE ACHIEVEMENT OF THE**

**JUNIOR HIGH SCHOOL IN THE ARTICULATION OF ELEMENTARY AND SECONDARY COURSES JUSTIFIES THE PREROGATIVE OF INVITING COOPERATION IN BETTER ARTICULATION.** The isolated and unassimilated units of instruction which the junior high inherited are being articulated into more comprehensive subject groups designated as English, general social science, general mathematics, general science, general home economics, general shop, school health and other better articulated courses of study. The marvel is not that more has not been accomplished but that so much has been achieved to fulfil the primary mission of the junior high school to the public school system, viz., the welding together of its three units by the articulation of elementary and secondary education. Any educational agency or institution which can within a decade reveal a development of unassimilated to coordinated courses of study may be permitted to ignore non-constructive criticisms and assume the prerogative of inviting the constructive and cooperative aid of the elementary and the senior high schools in the further extension of more complete coordination.

**PRINCIPLES FOR THE REORGANIZATION OF COURSES OF STUDY.** Your committee submits the following guiding principles for the revision of courses of study:

Each junior high school course of study should—

1. Proceed by natural, transitional, and progressive stages for the articulation of elementary and secondary education.

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2. Develop from "simpler aspects" characterizing the junior high school toward "refinements" characterizing the senior high school.
3. Provide a survey of the subject field for the discovery of individual aptitudes and for the revelation of educational and vocational opportunities.
4. Deal with life and environmental experiences and the immediate needs of early adolescent pupils that "school may be life not merely a preparation for life.
5. Conserve the interests of those who drop out and of those who continue by unit organization of each course of study in each year of its development to the end that each year of work may be of definite value to those who go no further.
6. Assure an apperceptive basis for later cross-sections of the general courses of study when specialization in sub-divisions of each subject field is undertaken in the senior high school and higher institutions.

**SUMMARY.** Summarizing, the junior high school program of studies should continue, with modifications, the single curriculum of the elementary school. Through its general courses of study it should expand the single

curriculum into an enriched and varied curriculum. The new resultant should in a gradually increasing degree become the initial stage of all secondary school curricula. It should become the source of an apperceptive basis for later senior high school courses; it should "reveal higher types of activities, make these both desired and to an extent possible." It should offer assurance of intelligent educational choice and wise educational placement. It should make possible a tentative or provisional choice of electives. It should increase the probability that pupils will persist through the initial stages of secondary school courses in the junior high school and thus also increase the probability that they will continue these courses and complete the specialized curricula of the senior high school.

The enacting clause in the educational reorganization inherent in the junior high school is a new reorganized program of studies, continuous with the programs of studies in the elementary school and the senior high school. Thus only can the junior high school become a new educational force for the realization of its own accepted and distinctive purposes and for the fulfillment of the mission of all three units of the 6—3—3 organization to weld together our public school system by the introduction of the unit of transition.

### **THE HOME ROOM PERIOD**

Emerson T. Cockrell

The home room period came into existence in most schools for the purely

administrative reason that some one must be responsible for the conduct,

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attendance, study and general attitude of pupils throughout the day. These duties seemed most easily handled by the assignment of groups of pupils to teachers who meet the pupils daily for a "home room" period.

Principals generally however, are coming to realize that this period holds vast possibilities beyond those of administrative character. In fact most of the administrative duties of the period may well be carried out by the pupil organization of the room, leaving the teacher free to deal with the problems of junior high school pupils that are not directly handled in class work.

It is not necessary to more than mention a few characteristics of adolescent children to be reminded of many problems not solved in the ordinary class work of schools today.

The child of junior high school age has reached a critical stage in his mental and physical development. It is a period of stubbornness, violent passion, diffidence, unattractiveness, sensitiveness, rebellion against restraint, first urge of sex attraction, and an age of excessive energy. Truancy, slovenliness, disrespect, over-dressing, excessive dancing, and over indulgence in many directions find expression to a distressing extent at this period.

The formation of moral character is of tremendous importance throughout the school age, but the adolescent period is especially fraught with possibilities.

Desirable standards must be substituted for anti-moral and anti-social instincts. The junior high school should create a clean atmosphere of right ideals.

This age too is a period of the awakening of a spirit of group responsibility and social consciousness. The value of the formation of the right esprit de corps in a junior high school cannot be overestimated.

The student's attitude is no less important than his knowledge. This needs greater recognition in our schools. Interests need to be directed, ideals to be shaped, ambitions guided and worthy personal standards established.

Children entering junior high school have much more to learn outside of books than in them. New adjustments must be made physically and socially in the next three years. These must be made in a new institution, and he must learn to understand that institution and become a part of it. Too often the child feels lost in the mechanics of departmental instruction amid new conditions of which he does not feel himself a part.

Our class teachers come into contact with too many children for too brief a time and are too much interested generally in their own subject matter to reach the individual child in as close a personal way as is desirable. Each of these class teachers is absorbed in the progress in his own department and may easily become oblivious to interests and needs of the many pupils coming under his influence.

The home room period then becomes of vital significance as a period for the treatment of various important phases of the social and moral life of pupils that are not directly dealt with in our ordinary class work. It provides a time for the home room teacher to become well acquainted with the thirty or forty



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pupils assigned to him—a time to learn their interests and needs—a time to guide this group along desirable channels of conduct, behaviour and school activities.

The lack of the individual hold of teachers upon pupils has been one of the serious arguments against the junior high school. Upon entering the junior high school, the pupil passes from an environment in which all of his activities are directed by one teacher into one in which he comes under the guidance of five or more. This period provides a definite contact between teachers and pupils in a way that the class room does not satisfy, and in a more informal, friendly way that tends to unite them more closely.

Often pupils are kept by the same home room teacher throughout their junior high school course. This is done uniformly in St. Louis and Detroit, and in some Cleveland schools. This allows the teacher to become very intimately acquainted with his pupils and makes possible a personal influence not attained in shorter periods of acquaintance with pupils.

This period should determine and mold the spirit of the school, do much to prevent problems of discipline, provide a time for student cooperative plans, and give inspiration for the day. It should develop a wholesome school solidarity and foster esprit de corps.

It should come at the beginning of the day. It needs to be carefully planned for its influence should and will carry throughout the day. It is an opportunity to establish ideals of loyalty, integrity, respect for the feeling and rights of others and to engender the other

desirable social virtues.

It must be an interesting period. It may be planned to instruct, amuse, inspire or correct.

This calls for a longer time than is generally given it, yet it may without doubt determine the spirit of the school far more than any class period devoted to academic or shop matter during the day. Most Cleveland schools allow only a few minutes for it, Detroit allows thirty minutes, St. Louis and Rochester even more. Its importance would seem to call for a minimum of twenty-five or thirty minutes.

It may take frequently the form of an assembly of a group of home rooms for the purpose of engendering the larger social consciousness of the school. Assembly programs in general may be regarded as home room periods with larger groups, and may become the finest type of home room periods. Nothing brings a school into closer unity than frequent assemblies together for instructive or entertaining programs.

The mere assignment of pupils to a teacher and setting aside time for a home room period does not insure wise use of that time. Nothing during the day calls for more supervision and follow up than this home room period if it is really to function as it can function.

Teachers need to be educated to its importance, so they will not spend the time in clerical duties and the pupils find it one for idleness and disorder. It calls for extra work on the part of the teacher as it demands as definite planning as any class work, and they

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must be taught to realize its possibilities in order to give their full cooperation to its success.

Every home room teacher should see that a desirable room spirit is one of his most worth while attainments. This can be attained in the same way in no two rooms, but depends largely upon the teacher's ingenuity and sympathetic understanding of the pupils' interests and problems. The teacher must be a wise guide, adviser and friend, if the home room is to be more than a disciplinary organization, and is to become a real inspirational and directive agency.

Several Cleveland junior high schools have found it very worth while to use the home room period for general direction of the effort of pupils and teachers along specific lines of civic and moral instruction part of the time, and leave it free for any kind of activity, entertainment or fun which meets the approval of the teacher on the other days of the week.

Central Junior High School increases the length of the period on Wednesdays for instructive discussion of civic or moral problems as outlined by the principals' bulletins. Other days are left free for use as seems best by the teachers. Rawlings Junior high school has moral instruction assigned one day a week to all rooms, club activities one morning a week, general assembly once, and two free mornings. Lincoln has a program similar to Rawlings. Collinwood and Empire Junior High Schools have all rooms work occasionally along definite lines of endeavor at the same time with outlined programs furnished by committees on good citi-

zenship, politeness, and kindred topics. Games, jokes, debates, parties, stories, general programs, thrift campaigns, election, hobby studies, and general good times have done much in these schools to bring about a happier attitude between pupils and teachers.

Cleveland junior high schools have used the home room for a wide variety of subjects not directly dealt with in class work. Some worthy of mention follow:

1. Organization of the home room
  - a. Room officers and student council representatives
  - b. Parliamentary drill
  - c. Program committees
  - d. Room agents for special duties
2. Dramatizations to demonstrate.
  - a. Correct manners
  - b. How to apply for a position
  - c. How to dress
3. Plays
4. Discussion of school problems with recommendations to student council
5. Novel musical programs
6. Spelling contests
7. Current events
8. Reading aloud of book or story
9. Telling of jokes
10. Discussion of punctuality, cleanliness of room, etc., that would affect visitor coming to room
11. Explanation of Student Council
12. Singing
13. Politeness or good manners
  - a. Courtesy in the class room
  - b. Courtesy in the corridors
  - c. Courtesy in the assembly
  - d. Courtesy at lunch

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- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>e. Courtesy on the school grounds</li> <li>f. Courtesy at home</li> <li>g. Courtesy on the street</li> <li>h. Courtesies in stores</li> <li>14. Schools as a preparation for future occupations</li> <li>15. Use of ornaments</li> <li>16. Importance of tone of voice</li> <li>17. Lessons on ethics (often aided by dramatization.)                         <ul style="list-style-type: none"> <li>a. Honor</li> <li>b. Honesty</li> <li>c. Loyalty</li> <li>d. Faithfulness</li> </ul> </li> <li>18. Discussion of the Children's Code</li> <li>19. Talks on suitable clothing</li> <li>20. Dramatization of proverbs</li> <li>21. Special day programs (Columbus Day, Thanksgiving, etc.)</li> <li>22. Charades</li> </ul> | <ul style="list-style-type: none"> <li>23. Teaching how to study</li> <li>24. How to use the library</li> <li>25. Explanation of hobbies</li> <li>26. General programs consisting of songs, recitations, quotations, etc.</li> <li>27. Character study of prominent men of the day</li> <li>28. Importance of ideals of conduct and achievement brought out in dramatic form</li> <li>29. Civic Interests                         <ul style="list-style-type: none"> <li>a. Clean up week</li> <li>b. Safety week</li> <li>c. Community chest fund</li> </ul> </li> </ul> |
|---|---|

Whatever is attempted it is important that as many pupils as possible take an active part. Each member of the home room may well take his turn at leading the home room exercises. Original ideas and plans of leader in charge should be encouraged with all pupils on the lookout.

## QUESTIONNAIRE—SOME JUNIOR HIGH SCHOOL FACTS

M. E. Moore

Summary of Replies—27 cities		Combination . . . . . 9
1. The school years included in junior high school—		Note—All who expressed themselves on this point stated intention to adopt movable seats as soon as possible. All late schools to be constructed report movable seats or combination.
Seventh, eighth and ninth years . . . . .	23	
Other combinations . . . . .	4	
2. Number of pupils per teacher—		4. Lockers—
Median . . . . .	30	In locker rooms . . . . .
Range . . . . .	24 to 40	In halls . . . . .
3. Stationary or movable seats—		In class rooms . . . . .
Stationary . . . . .	10	Combination . . . . .
Movable . . . . .	8	No lockers . . . . .

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5. Plan of study—		Study hall plan .....	6
Supervised study .....	16	Combination .....	5

## Cities Replying to Questionnaire

Cities	School years in junior high school	Number of pupils per teacher	Stationary or movable seats	Lockers in locker rms class rooms or halls	Supervised study or study hall plan.
Aurora, Ill.	8	33	Both	Halls	Study hall
Austin, Tex.	8, 9	30	Stat.	Locker rms	Supv. study
Canton, Ohio	7, 8, 9	30	Stat.	None	Combined
Duluth, Minn.	7, 8, 9	24	Both	Both	Study hall
Dubuque, Iowa	7, 8, 9	35	Movable	Halls	Supv. study
Davenport, Ia.	7, 8, 9	25	Stat.	Halls	Supv. study
Chatanooga, Ten.	7, 8, 9	25	Both	Halls	Supv. study
Hamilton, O.	7, 8, 9	36	Stat.	None	Both
E. ST. Louis, Ill.	7, 8, 9	30	Stat.	Both	Study hall
E. St. Louis, Ind	7, 8, 9	32	Both	Halls	Supv. study
Kalamazoo, Mich.	7, 8, 9	40	Movable	Halls	Both
Jackson, Mich.	7, 8, 9	29	Both	Locker rm	Study hall
Hamstramcke, Mich.	7, 8, 9	30	Stat.	Class room	Study hall
Lincoln, Nebr.	7, 8, 9	37	Movable	Halls	Supv. study
Hammond, O.	7, 8, 9	30	Both	Class room	Study hall
Lima, O.	7, 8,	35	Stat.	Ha'lls	Both
Lexington, Ky.	7, 8, 9	30	Movable	Halls	Supv. study
Kenosha, Wis.	7, 8, 9	30	Stat.	None	Supv. study
Racine, Wis.	7, 8, 9	28	Movable	Locker rms	Supv. study
Loraine, O.	7, 8, 9	35	Stat.	Class room	Supv. study
Sioux City, Ia.	7, 8, 9	30	Both	Combined	Supv. study
Saginaw, Mich.	7, 8, 9	35	Movable	Halls	Supv. study
South Bend, Ind.	7, 8, 9	35	Stat.	Halls	Supv. study
Springfield, O.	7, 8, 9	35	Stat.	None	Combined
Waco, Tex.	7, 8, 9	30	Movable	Halls	Supv. study
Waterloo, Ia.	7, 8,	24	Both	None	Supv. study
Wichita, Kans.	7, 8, 9	33	Both	Class room	Supv. study
Beaumont, Tex.	7, 8, 9	35	Movable	Halls	Supv. study



# A COMPARATIVE STUDY OF THE TEACHING PERSONNEL IN HIGH, INTERMEDIATE AND ELEMENTARY SCHOOLS IN DETROIT

H. L. Harrington

One important claim often made in favor of intermediate schools is that their adoption will result in better teachers for the grades concerned. Since 1919, under the rules of the Board of Education in Detroit, intermediate teachers have been upon the same salary schedule and have been required to have the same qualifications as high school teachers. That is, teachers of academic subjects must be graduates of a 4-year college course with eleven hours of education; teachers of special subjects, however, need only have completed "suitable courses in a recognized training school having a course of not less than two years". This means that teachers in English, foreign language, exact and social science, and auditorium work must be graduates of a 4-year college, while teachers of music art, mechanical drawing, domestic science and art, commercial work, boys' shop work, and physical education need be graduates of a 2-year school only. The operation of this rule is modified by the following provisos: Provided,

First: The Superintendent of Schools may at his discretion promote

to the position of teacher in an intermediate school, a graduate of an accredited normal school who has attained the rank of first assistant, (that is, assistant principal) in the Detroit elementary schools, and who in addition shall pursue in the Detroit Teachers College or some other accredited normal school or college, courses which specifically teach the theory and practice of the intermediate school. Provided,

Second: That at least fifty per cent of the faculty of every intermediate school shall consist, at all times, of persons who shall have the qualifications of high school teachers.

These provisions were intended to insure, that some teachers trained in elementary methods should be secured for intermediate schools by providing for the promotion of first assistants, but that not more than 50 per cent of the faculty in any school should be appointed under the clause making first assistants in elementary schools eligible to intermediate school positions. Table I shows the total number of teachers who have been first assistants, and the percentage this number bears to the total faculty.

TABLE I

School	No. in Faculty	No. of ex-1st Assistants	Per cent of ex-1st Assistants
Barbour	73	10	14
Condon	46	5	11
Hutchins	50	8	16
Miller	38	2	5
Neinas	33	5	15

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It is seen that no school even remotely approaches having 50 per cent of its faculty made up of ex-first assistants from elementary schools.

It has been hoped that the increased salary schedule of the intermediate school would result in securing teachers for the 7th and 8th grades who would be better prepared than those of the elementary 7th and 8th grades.

Table II gives the data as to comparative training of high school, intermediate and elementary 7th and 8th grade teachers, as to the possession of an advanced degree, the 4-year degree only, of training somewhere between graduation from a 2-year normal school and the 4-year degree, of graduation from normal school only, and of less than graduation from normal school.

TABLE II

	Adv. Degree Per cent	4 yr. Degree Per cent	2 to 4 years Per cent	Normal Only Per cent	Less than Normal Per cent
High School	8	60	17	8	8
Intermediate	4	42	25	20	10
Elementary 7th and 8th grades		8	22	36	33

This table should be read: in high schools 8 per cent of teachers have advanced degrees, etc. It appears that high school teachers in Detroit have received more training, as reflected in formal education, than intermediate teachers, and intermediate teachers

more than 7th and 8th grade elementary teachers.

Table III shows the teaching experience by years of teachers in high schools, intermediate schools, and elementary 7th and 8th grades.

TABLE III

	Lower Quartile Years	Median Years	Upper Quartile Years
High School	5.0	10.5	18.0
Intermediate	5.5	9.5	16.0
Elementary	5.5	10.0	17.0

This table should be read: 75 per cent of high school teachers have had 5 years experience or more, 50 per cent have had 10.5 years experience or more, 25 per cent have had 18 years experience or more, and so on.

A question which often arises in discussion of teaching methods and rela-

tive percentages of failures in intermediate and high schools has to do with the relative amounts of elementary experience which teachers in the two types of schools have had.

Table IV gives the percentage distribution by years, of the amount of elementary experience which teachers



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in intermediate and high schools have had.

TABLE IV

	0 years Per cent	1-5 years Per cent	6-10 years Per cent	Over 10 years Per cent
High School	46	36	7	11
Intermediate	24	35	15	25

This table should read: 46 per cent of high school teachers have had no elementary experience, etc.

It is seen that the intermediate schools in Detroit have recruited their teachers to a greater extent from the elementary schools, than have the high schools.

A claim made for the intermediate schools is that it would be able to secure more men teachers than the ele-

mentary school has been able to do.

Considering first the case of the boys we find that all teachers of shop work, mechanical drawing, and health subjects for boys in the intermediate school are men.

Table VI shows by grade and curriculum the percentage which this type of work is of the total work taken by the boy.

TABLE VI

Grade 7th		8th			9th		
A	B	Genl.	Tech.	Coml.	Genl.	Tech.	Coml.
30	37	23	43	23	23	47	17

Thus each boy in the intermediate school must of necessity, depending upon the grade he is in and the curriculum he is pursuing, spend a certain percentage of his time as indicated by the Table VI above, under the instruction of a man teacher.

In addition to this, investigation shows that 11 per cent of the teachers of English, foreign language, and social and exact science in the intermediate school are men. The amount of instruction each individual boy will receive from men teachers in these subjects will vary, depending upon the construction of the schedule of classes for the school. It is valid to assume, however, that boys as a whole will receive 11 per cent of their instruction in these sub-

jects from men teachers.

In elementary schools there are no men teachers of physical education or of academic work (excepting an occasional substitute). In the various manual training centers there are 47 men teachers distributing their time among the 5th, 6th, 7th, and 8th grades. In platoon schools 3 clock hours per week are given to mechanical drawing and manual training, taught by these men; in non-platoon schools 1½ clock hours. On this basis Table VII shows the relative percentages of their school time which boys in the intermediate schools and in the elementary 7th and 8th grades devote to receiving instruction under men teachers.

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## TABLE VII

Intermediate			Genl.	Tech.	Coml.	Genl.	Tech.	Coml.	
Health & Practical & Vocational Arts	30.0	37.0	23.0	43.0	23.0	23.0	47.0	17.0	67.0
Academic	6.5	6.0	7.5	5.5	5.5	7.5	5.5	4.5	3.5
Total	36.5	43.0	30.5	48.5	28.5	30.5	52.5	21.5	70.5

This table should be read: In health and practical and vocational arts, in the 7th grade, 30 per cent of a boy's time is devoted to instruction by men teachers, etc.

Girls receive no instruction in elementary schools from men teachers. In intermediate schools, they receive instruction in English, foreign language, social and exact science upon the same

basis as do the boys, hence while the statement will not hold true for any individual girl, girls as a whole will receive 11 per cent of their instruction in these subjects from men teachers.

Table VIII shows the percentage of total school time which girls in intermediate schools may be expected to devote to receiving instruction by men teachers.

## TABLE VIII

Grade	7th		8th			9th		
	A	B	Genl.	Tech.	Coml.	Genl.	Tech.	Coml.
	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent	Per cent
	6.5	6.0	7.5	5.5	5.5	7.5	5.5	4.5

### SUMMARY:

1. In Detroit in no intermediate school does the number of ex-first assistants from elementary schools even remotely approach 50 per cent of the faculty.
2. High School teachers as a whole are better trained than intermediate teachers judged by the number of years spent in preparation in schools of college rank, and intermediate teachers are better trained than elementary teachers.

3. There is no marked difference between the teachers in the three types of schools in the number of years of experience each has had.
4. Intermediate teachers have had much more elementary teaching experience than high school teachers.
5. The intermediate school has vastly increased the amount of instruction by men teachers given 7th and 8th grade boys, over the elementary school, and to some extent that given to girls.

## WHAT SORT OF ARRANGEMENT IS BEST?

T. J. Knapp

In the junior high school movement there appears several types of schools. Possibly it would not be wasting time to consider which is best.

It has been my observation that educators generally are likely to have the type which they prefer, or perhaps they prefer the type which they have. At any rate, they can view most other types with equanimity. A single exception to this statement that I have found is that there is some condemnation visited on the six-year high school by those who do not have it. In fact I have met some school executives who almost condemned its existence. I wonder why this is.

We used to hear much about bridging the gap between the elementary grades and the four year high school. This is supposed to have been done by grouping the seventh, eighth and ninth grades together and leaving the last three in a separate group. How does this bridge the gap? Is it not likely, rather, to merely move the gap to another place, namely, between the ninth and tenth grades. If the gap is bridged, is it not due to some other devices which would have accomplished their purpose under the old dispensation?

Another argument for the so-called junior high school was that it furnished a good means for keeping the pupil interested in school; when he finishes the

eighth grade he has not then finished anything important and has not reached a stopping point. But then does there not appear a stopping point at the end of the ninth?

Modern attendance laws serve to keep pupils in school longer than was the case before, but it appears that under those modern attendance laws more pupils would be allowed to leave school at the end of the ninth grade than at the end of the eighth.

Whatever be the argument for the new plan, is it not true that many of us got into it to solve administrative problems (distributing, or seating, or the like)? If so, then possibly one type of school will suit one place, and another another. A city may be of such size that one six-year high school will care for all needs better and more economically than an junior high school (or intermediate) and a separate senior high school. Another city may be better cared for by one senior high school and two or more intermediate schools. If, then a city has the most economical arrangement, what is wrong with its particular type? What is there about a six-year school which prevents it from serving all the purposes which a three-three type would serve?

The three-three type needs no defense judging by its popularity and growth.

## WHY THE JUNIOR HIGH SCHOOL?

Pamphlet—Rochester, New York

1. *Because it holds our boys and girls in school.*

Before the Junior high schools were opened only 50 percent of those who completed the eight grades of the grammar schools remained for further school work

Under the Junior High School organization practically 90 percent of those who complete the eighth grade work, remain in the school for the additional year.

Few college men retain after graduation an active interest in the subjects which they pursued in college.

This is not serious for they do retain the habits of training and right interests which an education helps to establish.

Few boys and girls who withdraw from the upper grades of the grammar school retain an active interest in the lines of work begun in school.

**THIS IS SERIOUS** for whatever mastery may be theirs is at best but a mastery of the tools of education.

They leave school at just the time when the school could best help them to appreciate the great ends for which these tools might be used.

"A little learning is a dangerous thing."

If we believe in education at all then we must believe in the value of the Jun-

ior High School which holds a boy in school even after the Compulsory Law has made it possible for him to leave.

2. *Because it is making a sincere and intelligent attempt to reduce the number of misfits in life.*

The junior high school is not a vocational school designed to teach a specific trade or vocation.

To presume to know what vocation a child of from twelve to fifteen years of age should enter, and then narrowly to fit him for that vocation, would be unpardonable and un-American.

But neither is the Junior High School organized on the false theory that for all people the only path to an education is by way of the printed page.

For the public school to ignore differing abilities, interests, and opportunities, and assume that the courses leading on to the college are the only courses that merit attention and support, is unpardonable and undemocratic.

The community demands different types of service from different groups of individuals.

The boys and girls in our public schools that represent "all the children of all the people", differ widely in their abilities, interests and opportunities.

Any step in the direction of intelligently helping the adolescent boy and girl to find the general field in which



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their own powers will make for the largest success in life's work merits sympathetic consideration.

3. *Because it provides men as well as women teachers for these boys and girls from twelve to sixteen years of age.*

Until about the age of twelve, or the completion of the sixth grade in the school life of the child, women teachers only are to be preferred.

But the period from twelve to fifteen or sixteen in the life of the growing boy and girl differs more from the years that precede and the years that directly follow than does any other period of equal length in the life of the individual.

They are the early years of that adolescent period between childhood and manhood when the individual begins to break from the restraints of authority and to feel the importance of his own powers and his own personality.

AT THE SAME TIME they are the years when hero worship is a great characteristic and consequently the years when ideals of conduct are taking root as never before.

There is no difference of opinion as to the desirability of having MEN as well as WOMEN teachers during this period.

THE JUNIOR HIGH SCHOOL supplies this need.

4. *Because of the prohibitive cost of providing equal educational opportunities in any other way.*

In one sense the Junior High School

is mainly a matter of numbers.

In every group of seventh and eighth grade boys and girls there are those who will go through the upper high school and the college and enter professional life.

There is a second group made up of boys who will enter the fields of industry and engineering, and for these the workshops and the laboratories must be provided.

There is a third group, composed of girls for whom homemaking courses and the lines of work in the community to which these courses may lead, will make a special appeal, and for these the kitchen, the sewing room, and the laboratories must be provided.

There is a fourth group, composed of both boys and girls, who will later find their work in the fields directly from the public school or upon completion of advanced courses offered by the upper high school and the college. For these school facilities adapted to such needs must be available.

The cost would be prohibitive if the attempt were made to provide in each grammar school these broader facilities that are required if the school is to have facilities adapted to these type needs.

But such facilities can be provided in a central school accessible for upper grade children, and this central school is the JUNIOR HIGH SCHOOL.

The Elementary School gives a working knowledge of those tools of educa-

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tion that must be the common possession of all. The Junior High School continues the use of these tools for the purposes of general education. At the same time it attempts to ascertain and develop special abilities through its varied facilities.

The public school has been established primarily for the purpose of realizing certain values believed to be essential to citizenship or community welfare.

For the most part these values are constant for all time, but the agencies for developing and safeguarding them may change from generation to generation.

The ability to read, write, and speak the English language has always been regarded as essential to good citizenship in America. One distinct task of the public school has always been to develop this ability.

Sound character is essential to good citizenship and the work of securing it is shared by the home, the church, and the school.

Our increased appreciation of the meaning of health and the crowded city life which tends to impair it have forced upon the public school attention to the health of childhood, even to the point where this attention is now guaranteed by State law.

Fifty years ago, when compulsory education laws were unknown and the apprenticeship system existed, industry itself received the boy whose best education could not be reached through the academic path, and so prevented the misfit and guaranteed to the community this value so essential to its welfare.

Today, enforced compulsory education laws hold this same type of boy in the school; the apprenticeship system is a thing of the past; and the only agent that promises to guarantee the training of the human hand for the welfare of the community is the school.

Are these Things True? The Junior High School says YES, and through its enriched and differentiated curriculum and its varied school activities provide for the realization of these objectives.

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## EDITORIAL COMMENT

Number two of the second volume of the Junior High School Clearing House is now in your hands. The members of the Advisory Board are en-

deavoring to publish articles which you will consider worth while. They hope that you will obtain from the Clearing House, ideas which shall be of genuine



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helpfulness in your everyday work. Should the Board fail to publish anything which deals directly with your problems or suggests a solution, be free to notify the Clearing House Board of that fact. The members will then do their utmost to gain from authorities on junior high school problems, opinions on the remedies for your particular difficulties. These opinions will then be published in the next issue of the Clearing House.

This magazine is your magazine. The members of the Advisory Board are your "hired hands". If the work turned out by the hired men does not meet with your approval, suggest to them methods for improving the publication.

L. W. F.

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### SCHOOL ECONOMICS

The public tax is supposedly for public welfare. The school tax is laid for the constructive education of the community's young. It looks through the education of the young to the future welfare of the community. The school is expected to use this tax economically for the purpose of inculcating constructive ideas and ideals. Every dollar of public tax expenditure, whether for schools or for other purposes, should be made to show its constructive use.

Unfortunately, the tax-paying public sets up counter educational influen-

ces to its public schools. This particularly true of pupils of Junior High School age. Every destructive influence in the community stands larger in the mind of the Junior High pupil than the instruction of the teacher. The jokes of the vaudeville stage make light of law. Much of the influence of the motion picture makes light of law. The man in the community with a pocket flask and a private cellar is destructive of education. The municipality, large or small, in which grafters can get away with the goods and the underworld is winked at, is setting aside the teachings of the schools for which it is paying an enormous tax. The predominating influence of a community is the real educating influence of the city. This influence cannot be set aside by the schools. The schools find themselves continually attempting to inculcate principles that are not in accordance with the lives of many of its most honored and prominent citizens. Herein is a question in public economics for each community to solve. It reduces itself to a question of dollar and cents. Why pay a big school tax for the education of our young people in constructive citizenship and at the same time maintain a community attitude that makes light of the fundamentals of law, honesty, right living and square dealing?

M. G. C.

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### GENERAL ASSEMBLY VALUES

Does the general assembly room (auditorium) as a part of the junior high school justify its cost? Is the assembly a necessity? What are its values? The junior high teacher and administrator should be able to discuss these questions with the general public, fluently and accurately.

The assembly of the entire student body two or three times each week for 20-30 minute periods gives opportunity for inspirational programs. There is an animated thrill that permeates the atmosphere when a large group of pupils are associated in this manner. Their interests, their problems, their aims are closely related and unified from the platform of a school auditorium. General policies of the institution can be transmitted with the greatest measure of success.

The principal, faculty members, and student representatives can announce plans, impart enthusiasm, and enlarge the school spirit. "Pep" meetings have their place in a carefully planned course of assembly periods. The school spirit can be maintained at the proper point of effervescence which is noticeably lacking when no general assemblies are held.

Inspirational programs suitable to the age of the boys and girls can be presented by pupils, by groups of pupils, by teachers, and by outside talent. Students greatly enjoy participation in plays, pageants, or well planned miscellaneous spirited exercises.

The leader or committee in charge of the assembly plans can guide its spiritual influences by wise selection and

variation.

A happier school and better work on the part of the boys and girls are the results of general assemblies. The possibilities of the use of the auditorium and the values derived from it are almost unlimited. The auditorium with the general assembly is indispensable to the success of the junior high school.

D. A. H.

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### IDEAS IN THE WILDERNESS

Many a school teacher pays his money for books and reads from books which sometimes present as their own original thoughts many practices and methods of teaching—the very ones which he has employed and tested through all his years of successful teaching.

That "mouse trap in the wilderness" would never have been used by any one except the inventor unless he had had a good press agent; himself or someone else. It was doubtless a good trap; but its quality was just as high at its completion before anyone saw it, as it was after the path had been beaten to the inventor's door. If the inventor of such a trap had been too modest with his idea; if he had waited for national approval before testing his trap-market, fewer mice would have been caught by his mouse-traps.

In the same way, Good Teachers, everywhere, are thinking; they are putting into practice their common sense plans and methods. But who and where are these good teachers? Must we wait the decades and think back through life times to find which ones left their good impress on our character? Where are their pencils and diary books?

## Junior High School Clearing House

Where are their conclusions and summaries of teaching methods they have deftly unfolded through five to fifty years? What have they learned and suffered that younger teachers could know by reading instead of by slow, painful grinding and by lessons to be drawn from mistakes?

If they will shout out from their wilderness the world will beat a path to them in very few days. If they will send out a sample of something genuine that can be produced in true multiples, they will find calls and pleas for more of that real sense which tells us how to go.

Town or city school systems would be known and heralded because such a woman teaches there (but we must know it). Teaching would rise in the

rank of professions because such a man knows how to teach (and tells us about it).

"Who am I," these teachers ask, "that my ideas are worth so much?" Ideas are worth much wherever they are. The question is never, "Who are you?" It is, "What is your idea?" The test is the absolute fearlessness which accompanies achievements actually produced, states clear conclusions carefully evolved, and offers tested theories already carried through to fruition.

But—sad and true! quoting Emerson: "Tomorrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another."

S. O. R.

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## NEWS AND NOTES

"The right to punish crime involves the duty of teaching morals."

—Daniel Webster

"The only remedy for war is conscience, and you will not have that until you have religion carefully taught

and inculcated."

—George Bernard Shaw

As far as can be ascertained the first junior high school in America was established at Berkeley, California, in 1909. Today it is estimated that there

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are approximately 1200 such schools in the country.

The *Monitor* supplies the following suggestive comparisons of relative the space in the press devoted to the N.E.A. meetings in San Francisco and the Dempsey—Gibbons fight in Shelby, Montana—

Boston papers	1 to 4
Chicago papers	1 to 770
New York papers	1 to 14
Philadelphia N. E. A. ignored	
Washington papers	1 to 50

The Bureau of Education suggests that the following committees be organized in each community for the purpose of properly observing American Education Week; Press Committee, Poster Committee, Motion Picture Committee,

Committee on Public Meetings, Speakers and Music, and Committee on Programs for the schools.

The United States Bureau of Education has published a pamphlet containing twenty-five specimen junior high school programs of study. Four of the programs are the work of state departments of public instruction in Massachusetts, Ohio, Oregon and Pennsylvania, and twenty-one from city school systems as follows: Ardmore, Okla.; Austin, Minn.; Cleveland, Ohio; Cudahy, Wis.; Denver, Colo.; Detroit, Mich.; Fargo, N. D.; Fairbault, Minn.; Kalamazoo, Mich.; Lexington, Ky.; Lewiston, Idaho; Los Angeles, Calif.; Minneapolis, Minn.; Murray, Utah; New Brunswick, N. J.; Oakland Calif.; Richmond, Va.; Rochester, N. Y.; Sa-

vannah, Ga.; South Bend, Ind.; Winchester, Va.

### THE TEACHER'S RESOLUTION

By Mr. John Meissner, Willow City, North Dakota.

"I am resolved to like the community in which my lot may be cast; to be a part of the civic and the social life of the people; to be free from local, political and other antagonisms; to meet the parents and the patrons openly and frankly; to give and take in my dealings with my fellow teachers; to live free from professional jealousy; to be too large to be self-important or an autocrat or a martinet; to base school management on sound principles, not on policy, and to be firm and constant therein; to prepare myself adequately on the whole, and from day to day, to the end of solid service; to cherish good books and to seek the companionship of thoughtful and serious men and women; to be alive as long as I live; to have faith in children, in God, and in myself; to teach from the great book of life as well as from school books; to be a helper and a leader, if possible, without, as well as within the school room; to touch the lives of my pupils and to have no favorites; to talk about things, not people; to think and talk ideas, not gossip; to have worthy ideals in culture and in conduct and to live up to them; to have a larger purpose in teaching than merely to teach for money or as a make shift to something better; for, to discover, to develop and to set free the soul's latent powers is the greatest work of all, so help me God to take this resolution to heart and



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thus be worthy of my calling."

The October number of the American Educational Digest contains an excellent article by Roscoe C. Hill, Principal, East Side High School, Denver, on "Improving High School Assemblies." The suggestions made apply equally well to all junior high schools that possess facilities for general assembly purposes. A few of the constructive suggestions are:

1. Careful, definite planning of each detail of program, with responsibility fixed.
2. Cut out all outside advertisers.
3. Get faculty interested in assemblies.
4. Keep jazz out of musical programs.
5. Careful censorship of everything presented.
6. Introduce important scientific demonstrations.
7. Use pupils as presiding officers, ushers, cheer and yell leaders.
8. Plan assembly programs requiring student preparation, student participation, student talent, group action and discussion.
9. Introduce more extemporaneous speaking, debating and dramatics, with large numbers of students participating.

H. G. Wells, author of the "Outline of History," has written a thought producing article, "What Everyone Should Learn at School" for the October number of the American Magazine. The article is summarized as follows:

"Schooling, which can only be prop-

erly rounded off if it goes on until sixteen, at least, should give in an English speaking community:

1. A full and satisfactory knowledge and command of English so as to be able to talk it and write it clearly and well.
2. An elementary knowledge of Latin and some slight knowledge of Greek to assist the appreciation of English.
3. A fair foreigner's knowledge of any two of these languages; German, Spanish, French, Italian, Russian, or, where local conditions render it practicable and preferable, Arabic, Japanese, Chinese, Turkish, Irish, Czech, Finnish, or indeed, and other living language.
4. A good general knowledge of the known history of the Universe.
5. A knowledge of the national history and political order in relation to the history of the world.
6. A fair all-around knowledge of geography of the world as it is.
7. A sound knowledge of the general principles and methods of physical and chemical science.
8. A sound knowledge of the general ideas of biological science, of physiology with special relation to health, and of psychology with special relation to conduct, to the control and mitigation of moods and impulses and the difficulties of human cooperation.
9. And in addition the young citizen should have learned in workshop, gymnasium, playing field, debating society, theatre, and elsewhere, to use hand, brain,

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and body, nimbly and effectively, and to cooperate freely and willingly with his fellows.

All this could be done for any child in the world, not congenially defective. It isn't done, because so far we have preferred to spend our lives and energies and resources in international and business rivalries, wars, and similar costly luxuries. And were it done this world would have the same relation to the world of today that the finest palace we can imagine has to the dirtiest hovel we have ever seen."

Some good articles for junior high school people to read are:  
*Education*—September.

"Intelligence Tests as a basis for Classification and Grading" Thomas Ditmars, Emporia, Kansas.

"The Boy, His Gang, and School"—Kathleen O'Brien, Worchester, Mass.

"Changing Conceptions of the Recitation"—Roland M. Shreves, Ph. D.

*Elementary School Journal*—September

"A Nationalized System of Education"—M. G. Clark

"Grouping Pupils for Acceleration"—H. H. Ryan, Blewett Junior High School St. Louis, Mo.

*School and Society*—September 29

"Some of the Modern Tendencies in Physical Education"—P. K. Holmes, M. D., Director, Dep't of Hygiene, U. of Kentucky

"Professional Consciousness"—Frank Cody, Detroit.

*School and Society*—September 22.

"Mental Attitude of Children Towards School Work"—Arthur W. Kallom, Boston.

"The Need of Some New Conceptions in Educational Theory and Practice"—Robert Morris Ogden, Cornell University.

## BOOK REVIEW

Bennet, G. Vernon: *The Junior High School*. Baltimore, Warwick & York, Inc.,

Treats the junior high school (1) as an educational movement, discussing the causes for its birth, its history, the objections raised to it, and its effect on the elementary school; (2) as an institution, considering the curriculum, courses of study, preparation, selection and organization of faculties, problems of teaching, administration, relation to the senior high school, and an ideal environment.

Briggs, Thomas H.: *The Junior High*

*School*. Houghton Mifflin Co.,

Contents: I. The need of reorganization of schools. II. The development of the junior high school. III. Claims and objections. IV. Special functions: Departmental teaching, individual differences, promotions. V. Curricula: Curricula given for 7th, 8th, and 9th grades. Study of curricula in 75 Junior high schools. Subjects offered in representative junior high schools. Kinds of industrial work offered for boys in 173 junior high schools. Length of period. Size of class. VI. Methods of teaching. Supervised study; home study; project teaching and the socialized recita-

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tion. VII. Social organization and control. VII. Social organization and control; Pupil self-government; vocational guidance. VIII. Buildings and grounds; Costs. IX. Enrollment, attendance and retention.

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Bunker, Frank F.: *Reorganization of the Public School System*. Washington, Government printing office, (U. S. Bureau of Education.)

Contents: I. Efforts toward a functional reorganization. II. The junior high school plan adopted by Berkeley, Cal. III. The course of study; the first cycle; the second and third cycles. IV. Course of study of the intermediate schools of Los Angeles, Cal. V. Course of study of Berkeley, Cal; weekly time allotment for the elementary division.

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Johnston, Charles Hughes; Newlon, Jesse H. and Pickell, Frank G.: *Junior-Senior High School Administration*. New York, Charles Scribner's Sons.

Contents: Education for the new democracy; the adolescent period; junior high school administration; curriculum organization; socialized recitation; supervised study; supervision of teachers and teaching; internal organization and government; a constructive social program; some social aspects of physical education and games; the high school library; new conception of the principalship; the high school and modern citizenship.

Koos, Leonard V.: *The Junior High School*. Harcourt, Brace and Howe, New York.

Contents: I. The movement for reorganization. II. Functions: Retention of pupils; economizing time; recognizing the individual differences; providing the beginnings of vocational education. III. Program of studies: Constant subjects to be determined by common needs. The variable subjects of study. IV. Some features of reorganization: Departmentalization; promotion by subject; methods; supervised study; project teaching; the advisory system. V. Housing and equipment; advantage of separate housing; the sort of plant needed.

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Van Denburg, Joseph K.: *The Junior High School Idea*. New York, Henry Holt and Co.,

Contents: The use of prognostic tests in junior high school administration; choosing the course of study; English; general introductory mathematics; introductory foreign language; general introductory science; introductory social science; appreciation of art; physical training; bodily health; character building; teaching pupils to study alone; the project method of instruction; the socialized recitation; field work in all subjects; value of practical details; written examinations and recognition tests; relative ratings and pupils' report cards; pupil self-government; teacher participation in junior high school administration.

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- (List continued in next issue of the Clearing House.)



### *Junior High School Clearing House*

The Junior High Clearing House is not a business; it is a one-year SERVICE. Your contribution here and now may be of inestimable value to 7th, 8th and 9th year pupils of the United States LATER.

The results of this inquiry will be published in an early bulletin. Fill and send yours now. Tell your ideas.

Name .....

School position .....

City ..... State .....

Send to—

**JUNIOR HIGH CLEARING HOUSE**  
Sioux City, Iowa

Subject discussed ..... Texts .....

1. What has your school done recently to enrich the curriculum of 7th, 8th and 9th grades?

Cut Along This Line

2. What means or methods have been used to vitalize that formal subject matter?

(Over)

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3. What good practices, devices or "stunts" have you used with classes in this subject.

4. State any new or untested plans or methods you wish you could employ with junior high pupils.